| **UDL Guidelines - Educator Checklist** | |
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| **I.** [**Provide Multiple Means of Representation**](http://www.udlcenter.org/aboutudl/udlguidelines/principle1) | **Your notes** |
| **1.** [**Provide options for perception**](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g1) | The activity uses note cards that display both misconceptions and facts about the transmission of AIDS. |
| 1.1 [Customize the display of information](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g1) | The card activity is one dimensional in that the information on the cards is text only. The way that the facts and misconceptions are presented could be given in a lecture format.  There could be more visual components such as pictures with the words to help those students that have difficulty with decoding words.  The teacher could back up this activity with real world examples. He/she could show a video or audio clip. |
| 1.2 [Provide alternatives for auditory information](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g1) |
| 1.3 [Provide alternatives for visual information](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g1) |
| **2.** [**Provide options for language and symbols**](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g2) | The lesson plan provides vocabulary and background information. |
| 2.1 [Define vocabulary and symbols](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g2) | The instruction lacks any type of illustration beyond verbal communication.  The teacher could have visual aids during his/her lecture.  There is vocabulary for the science of the disease but for the main activity he/she doesn’t clarify what a “risk factor” or “transmission” means. |
| 2.2 [Clarify syntax and structure](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g2) |
| 2.3 [Decode text or mathematical notation](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g2) |
| 2.4 [Promote cross-linguistic understanding](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g2) |
| 2.5 [Illustrate key concepts non-linguistically](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g2) |
| **3.** [**Provide options for comprehension**](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g3) | There was a background lesson focusing on the science of the disease. |
| 3.1 [Provide or activate background knowledge](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g3) | The teacher gives a solid lesson describing the science of AIDS but lacks the connection between that and the social concepts demonstrated in the activity. |
| 3.2 [Highlight critical features, big ideas, and relationships](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g3) |
| 3.3 [Guide information processing](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g3) |
| 3.4 [Support memory and transfer](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g3) |

| **II.** [**Provide Multiple Means of Action and Expression**](http://www.udlcenter.org/aboutudl/udlguidelines/principle2) | **Your notes** |
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| **4.** [**Provide options for physical action**](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g4) | There is an activity where the students move around the classroom and categorize their cards. |
| 4.1 [Provide varied ways to respond](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g4) | There’s no technology being used. There are only two categories that the students have to place their cards. There is no real opportunity for them to explain/respond to their card placement. |
| 4.2 [Provide varied ways to interact with materials](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g4) |
| 4.3 [Integrate assistive technologies](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g4) |
| **5.** [**Provide options for expressive skills and fluency**](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g5) | There is no feature to address this. |
| 5.1 [Allow choices of media for communication](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g5) | All the learners are expected to comprehend all of the information given to them in the lecture. |
| 5.2 [Provide appropriate tools for composition and problem solving](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g5) |
| 5.3 [Provide ways to scaffold practice and performance](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g5) |
| **6.** [**Provide options for executive functions**](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g6) | There is no real evidence of this. |
| 6.1 [Guide effective goal setting](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g6) | There is no opportunity for the student to build upon after the lesson. |
| 6.2 [Support planning and strategy development](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g6) |
| 6.3 [Facilitate managing information and resources](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g6) |
| 6.4 [Enhance capacity for monitoring progress](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g5) |

| **III.** [**Provide Multiple Means of Engagement**](http://www.udlcenter.org/aboutudl/udlguidelines/principle3) | **Your notes** |
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| **7.** [**Provide options for recruiting interest**](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g7) | There is an activity. There are some leading questions at the end of the lesson. |
| 7.1 [Increase individual choice and autonomy](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g7) | During the activity the students are only categorizing two concepts. They don’t have the opportunity to formulate their own opinion or explain their reasoning. They are either right or wrong. |
| 7.2 [Enhance relevance, value and authenticity](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g7) |
| 7.3 [Reduce threats and distractions](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g7) |
| **8.** [**Provide options for sustaining effort and persistence**](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g8) | There is no evidence of this principle. |
| 8.1 [Heighten salience of goals and objectives](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g8) | The activity is redundant in that every student is performing the same task repeatedly.  There seems to be minimal student communication and feedback. |
| 8.2 [Vary levels of challenge and support](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g8) |
| 8.3 [Foster collaboration and communication](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g8) |
| 8.4 [Increase mastery-oriented feedback](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g8) |
| **9.** [**Provide options for self-regulation**](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g9) | There are discussion questions provided at the end of the lesson. |
| 9.1 [Guide personal goal-setting and expectations](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g9) | The activity doesn’t provide the opportunity for the students to gain more information for themselves. |
| 9.2 [Scaffold coping skills and strategies](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g9) |
| 9.3 [Develop self-assessment and reflection](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g9) |  |